The Journal of General Psychology, 117(4), 463–466

Index to Volume 117

This annual index is organized by first author and by title. Page numbers refer to the following issues:

Number 1 (January) 1–120
Number 2 (April) 121–236
Number 3 (July) 237–356
Number 4 (October) 357–462

AUTHOR INDEX

Allen, G.L., Woodard, E.A., Jones, R.J., Terranova, M., & Morgan, B.B. *Measures of learning rate and scholastic aptitude as predictors of performance in training-oriented courses.* 277–293.

Baker, A.H., & Ledner, A.I. *Lateral imbalance of the visual field affects conjugate eye movement: An experimental demonstration.* 345–353.

Bauer, R.H., & Peller-Porth, V. *The effect of increased incentive of free recall by learning-disabled and nondisabled children.* 447–462.

Benes, K.M., Gutkin, T.B., & Decker, T.N. *The effects of mellow and frenetic music on reported cognitions resulting from auditory subliminal messages.* 83–89.

Borresen, C.R. *Illusion reversal rate as a function of subjective depth.* 39–46.

Breznitz, Z. *Vocalization and pauses in fast-paced reading.* 153–159.

Burns, R.A., Hulbert, L.G., & Cribb, D. *A test for order relevance in a three-element serial learning task.* 91–98.

Burns, R.A., Nesbitt, F.A., Cribb, D., & Hulbert, L.G. *Conditional discrimination of series containing either two or three rewarded trials.* 161–170.

Chastain, G. *Representation of letters when mislocation errors occur.* 143–151.

Chastain, G. *A test of perceptual enhancement with peripherally presented letter pairs.* 295–301.

Chen, K.C., & Chen, M.-T. *Recognition of altered shapes by hearing and hearing-impaired subjects.* 27–37.

Dor-Shay, N.K., & Mikulincer, M. *Learned helplessness, causal attribution, and response to frustration.* 47–58.

Dunne, M.P., Roche, F., & Hartley, L.R. *Effects of time of day on immediate recall and sustained retrieval from semantic memory.* 403–410.

Foreman, N., Foreman, D., Cummings, A., & Owens, S. *Locomotion, active choice, and spatial memory in children.* 215–233.

Foreman, N., Warry, R., & Murray, P. *Development of reference and working spatial memory in preschool children.* 267–276.

Freedman, P.E. *A computer analog of*

shuttlebox avoidance by human subjects. 203–213.
Grams, W.C., & Rogers, R.W. *Power and personality: Effects of Machiavellianism, need for approval, and motivation on use of influence tactics.* 71–82.
Guerin, B., & Matthews, A. *The effects of semantic complexity on expert and novice computer program recall and comprehension.* 379–389.
Harcum, E.R. *Guidance from the literature for accepting a null hypothesis when its truth is expected.* 325–344.
Hojat, M., Borenstein, B.D., & Shapurian, R. *Perceptions of childhood dissatisfaction with parents and selected personality traits in adulthood.* 241–253.
Huang, I.-N., & Melvin, J.N. *Effects of ratio reinforcement schedules on choice behavior.* 99–107.
Keltikangas-Järvinen, L. *The stability of self-concept during adolescence and early adulthood: A six-year follow-up.* 361–368.
Landrum, R.E., & Radtke, R.C. *Degree of cognitive impairment and the dissociation of implicit and explicit memory.* 187–196.
Lange, G., Griffith, S.B., & Nida, R.E. *Form characteristics of category-retrieval relationships in children and adults.* 5–14.
Lippman, L.G. *Positive versus negative phrasing in mental practice.* 255–265.
McConocha, D.M., & Lesser, J.A. *Dimensions of consumer exchange.* 125–142.
McFarland, R.A., Hanna, K., Kadish, R., Kennison, R.F., Bush, S., & Bowd, C. *Music during learning of a tactual-spatial task affects later response generalization.* 411–423.
Noonan, M., & Axelrod, S. *Failures of induced asymmetries to improve left-right response differentiation in the rat.* 197–202.
Purdy, J.E. *Danger at the waterhole.* 107–113.
Ratner, C., & McCarthy, J. *The effects of focality and context on color memory.* 369–377.
Reinhardt-Rutland, A.H. *Aftereffect arising from unidirectional change of sound level in a tone: Frequency specificity with a complex adaptor.* 181–186.
Reinhardt-Rutland, A.H. *Detecting orientation of a surface: The rectangularity postulate and primary depth cues.* 391–401.
Schroth, M.L. *A comparison of concept formation strategies in pattern recognition tasks.* 303–309.
Terwogt, M.M. *Disordered children's acknowledgment of multiple emotions.* 59–69.
van Dam, G., & Brinkerink-Carlier, M. *The influence of experimenter-provided elaborations on recall of plot-irrelevant paragraphs from a text.* 15–25.
Witt, L.A. *Delay of gratification and locus of control as predictors of organizational satisfaction and commitment: Sex differences.* 437–446.
Yamada, J., Imai, H., & Ikebe, Y. *The use of the orthographic lexicon in reading kana words.* 311–323.
Zecker, S.G. *Visual similarity effects in detecting letter rhymes.* 171–179.
Zimmerman, D.W., & Zumbo, B.D. *The relative pwoer of the Wilcoxon-Mann-Whitney test and Student t test under simple bounded transformations.* 425–436.

TITLE INDEX

A comparison of concept formation strategies in pattern recognition tasks. *Marvin L. Schroth.* 303–309.

A computer analog of shuttlebox avoidance by human subjects. *Philip E. Freedman.* 203–213.

Aftereffect arising from unidirectional change of sound level in a tone: Frequency specificity with a complex adaptor. *A.H. Reinhardt-Rutland.* 181–186.
Conditional discrimination of series containing either two or three rewarded trials. *Richard A. Burns, Frances A. Nesbitt, Debra Cribb, & Lorne G. Hulbert.* 161–170.
Danger at the waterhole. *Jesse E. Purdy.* 107–113.
Degree of cognitive impairment and the dissociation of implicit and explicit memory. *R. Eric Landrum & Robert C. Radtke.* 187–196.
Delay of gratification and locus of control as predictors of organizational satisfaction and commitment: Sex differences. *L. Alan Witt.* 437–446.
Detecting orientation of a surface: The rectangularity postulate and primary depth cues. *A.H. Reinhardt-Rutland.* 391–401.
Development of reference and working spatial memory in preschool children. *Nigel Foreman, Richard Warry, & Peter Murray.* 267–276.
Dimensions of consumer exchange. *Diane M. McConocha & Jack A. Lesser.* 125–142.
Disordered children's acknowledgment of multiple emotions. *Mark Meerum Terwogt.* 59–69.
The effect of increased incentive on free recall by learning-disabled and nondisabled children. *Richard H. Bauer & Verna Peller-Porth.* 447–462.
The effects of focality and context on color memory. *Carl Ratner & Jennifer McCarthy.* 369–377.
The effects of mellow and frenetic music on reported cognitions resulting from auditory subliminal messages. *Kathryn M. Benes, Terry B. Gutkin, & T. Newell Decker.* 83–89.
Effects of ratio reinforcement schedules on choice behavior. *I-Ning Huang & Jeffrey N. Melvin.* 99–107.
The effects of semantic complexity on expert and novice computer program recall and comprehension. *Bernard Guerin & Anthony Matthews.* 379–389.
Effects of time of day on immediate recall and sustained retrieval from semantic memory. *Michael P. Dunne, Fiona Roche, & Laurence R. Hartley.* 403–410.
Failures of induced asymmetries to improve left-right response differentiation in the rat. *Michael Noonan & Seymour Axelrod.* 197–202.
Form characteristics of category-retrieval relationships in children and adults. *Garrett Lange, Saralyn B. Griffith, & Robert E. Nida.* 5–14.
Guidance from the literature for accepting a null hypothesis when its truth is expected. *E. Rae Harcum.* 325–344.
Illusion reversal rate as a function of subjective depth. *C. Robert Borresen.* 39–46.
The influence of experimenter-provided elaborations on recall of plot-irrelevant paragraphs from a text. *Gerrit van Dam & Michele Brinkerink-Carlier.* 15–25.
Lateral imbalance of the visual field affects conjugate eye movement: An experimental demonstration. *A. Harvey Baker & A. Ilan Ledner.* 345–353.
Learned helplessness, causal attribution, and response to frustration. *Netta K. Dor-Shav & Mario Mikulincer.* 47–58.
Locomotion, active choice, and spatial memory in children. *Nigel Foreman, Denny Foreman, Alison Cummings, & Sandra Owens.* 215–233.
Measures of learning rate and scholastic aptitude as predictors of performance in training-oriented courses. *Gary L. Allen, Elizabeth A. Woodard, Robert J. Jones, Michele Terranova, & Ben B. Morgan.* 277–293.
Music during learning of a tactual-spatial task affects later response generalization. *Richard A. McFarland, Karen Hanna, Rochele Kadish, Robert F. Kennison, Steven Bush, & Chris Bowd.* 411–423.
Perceptions of childhood dissatisfaction with parents and selected personality traits in adulthood. *Mohammedreza Ho-*

jat, Bette D. Borenstein, & Reza Shapurian. 241–253.
Positive versus negative phrasing in mental practice. *Louis G. Lippman.* 255–265.
Power and personality: Effects of Machiavellianism, need for approval, and motivation on use of influence tactics. *Wynette C. Grams & Ronald W. Rogers.* 71–82.
Recognition of altered shapes by hearing and hearing-impaired subjects. *Kathleen C. Chen & Mou-Ta Chen.* 27–37.
The relative power of the Wilcoxon-Mann-Whitney test and Student *t* test under simple bounded transformations. *Donald W. Zimmerman & Bruno D. Zumbo.* 425–436.
Representation of letters when mislocation errors occur. *Garvin Chastain.* 143–151.
The stability of self-concept during adolescence and early adulthood: A six-year follow-up study. *Liisa Keltikangas-Järvinen.* 361–368.
A test for order relevance in a three-element serial learning task. *Richard A. Burns, Lorne G. Hulbert, & Debra Cribb.* 91–98.
A test of perceptual enhancement with peripherally presented letter pairs. *Garvin Chastain.* 295–301.
The use of the orthographic lexicon in reading kana words. *Jun Yamada, Hiroyuki Imai, & Yuji Ikebe.* 311–323.
Visual similarity effects in detecting letter rhymes. *Steven G. Zecker.* 171–179.
Vocalization and pauses in fast-paced reading. *Zvia Breznitz.* 153–159.